



Department
for Education

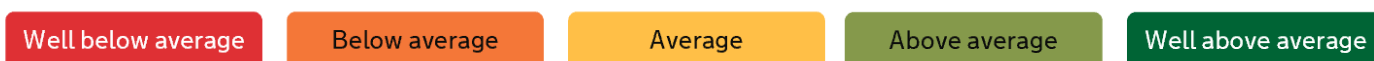
Progress scores for key stage 4: school and college performance tables

Progress measure ‘bandings’ – how we calculate them

In the school and college performance tables, the Progress 8 scores are grouped into 5 ‘bandings’:

- well below average
- below average
- average
- above average
- well above average

The bandings look like this:



The table below explains how we calculated the bandings for 2019 and 2018.

What the Progress 8 scores show

The Progress 8 score in the performance tables show how much progress pupils at this school or college made from the end of key stage 2 to the end of key stage 4 studies, compared to pupils across England who got similar results at the end of key stage 2.

Read more about how [Progress 8 and Attainment 8 measures are calculated](#)

See the [school and college performance tables](#).

How we calculated the bandings for 2019 and 2018

Progress description	A school/college ¹ was given the description if...
Well above average	The progress score is 0.5 or higher, and lower confidence interval limit is higher than 0. 2019: About 14% of schools/colleges in England 2018: About 14% of schools/colleges in England
Above average	The progress score is higher than 0 but lower than 0.5, and lower confidence interval limit is higher than 0. 2019: About 17% of schools/colleges in England 2018: About 17% of schools/colleges in England
Average	The progress score has a confidence interval that includes 0. That is, the score's lower confidence interval limit is 0 or less and/or the score's upper confidence interval limit is 0 or more. 2019: About 37% of schools/colleges in England 2018: About 37% of schools/colleges in England
Below average	The progress score is -0.5 or higher but less than 0, and upper confidence interval limit is lower than 0 2019: About 20% of schools/colleges in England 2018: About 19% of schools/colleges in England
Well below average	The progress score is lower than -0.5 and upper confidence interval limit is lower than 0. 2019: About 12% of schools/colleges in England 2018: About 13% of schools/colleges in England

¹ Some schools start educating pupils part-way through the 5-year period covered by Progress 8, which should be taken into account when comparing their results with schools that start at Key Stage 3. Progress 8 is not the most appropriate performance measure for university technical colleges, studio schools and some further education colleges. These establishments typically start educating pupils at age 14, with a focus on preparing pupils for their future careers by providing an integrated academic and professional education. Other headline measures, particularly pupil destinations, are more relevant for these establishments. To emphasise this, we do not provide bandings for these institutions.

Rounding method used in the school and college performance tables

Progress scores (including confidence intervals) are published to two decimal places and use normal rounding conventions. For example, digits less than 5 are rounded down and those that are 5 or more are rounded up. Therefore a score of 0.21453 will be rounded down to 0.21 and a score of 0.09540 will be rounded up to 0.10. The bandings are calculated on rounded data and this is an established convention within the performance tables.

We base our bandings, and whether we consider a school's score to be above or below average (significantly different from 0), on the published value of the confidence interval at two decimal places. For example, we do not treat a school with an upper confidence limit of -0.00234, which is shown as 0.00, as significantly below average.

Making comparisons between years

Progress scores are not directly comparable between years because of changes in the distribution of scores. However, a change in progress banding, for example from 'average' to 'above average', does indicate a change in performance. Care should therefore be taken when drawing conclusions about an improvement or fall in performance of the school based on Progress 8 alone and other data and information should be taken into account.



Department
for Education

© Crown copyright 2020

This publication (not including logos) is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

To view this licence:

visit www.nationalarchives.gov.uk/doc/open-government-licence/version/3

email psi@nationalarchives.gsi.gov.uk

write to Information Policy Team, The National Archives, Kew, London, TW9 4DU

About this publication:

enquiries www.education.gov.uk/contactus

download www.gov.uk/government/publications

Reference: [000-000-000]



Follow us on Twitter:
[@educationgovuk](https://twitter.com/educationgovuk)



Like us on Facebook:
facebook.com/educationgovuk